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ABSTRACT

This newsletter addresses the problems of educating youth for employment in developing nations. The Project Highlights is described in detail and other programs are reviewed. Included is a selective bibliography of case studies and reports pertaining to nonformal youth education internationally. (SL)

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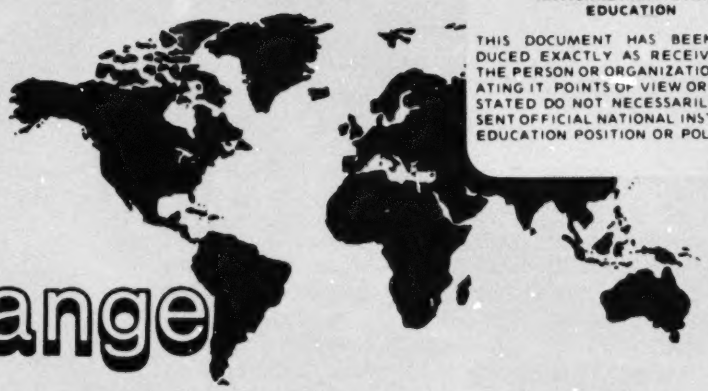
September/November 1977

The NFE Exchange

NFE Information Center

A Timely Information Exchange Service on Non-Formal Education



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MOBILIZING YOUTH FOR DEVELOPMENT

Mobilizing Youth for Development *is the first of two issues on the ways in which NFE planners and practitioners are attempting to meet the challenge of education and employment. This issue addresses the topic as it relates to young people. The introductory article discusses the characteristics of training programs and some issues confronting educational planners who seek to narrow the gaps between education, employment, and development while the Project Highlights describe in greater detail a few of the many programs that are seeking to better realize the productive talents of youth. Finally, the Selective Bibliography lists some of the case studies and reports contributed to the NFE Information Center that may prove useful to our readers.*

In the next issue of the NFE Exchange, *Part II of the series will explore NFE and employment as it relates to adults.*

The rapid rate of population growth in most developing areas has made young people under eighteen the population majority and a key element in planning for development. Yet, providing youths with an education that is both practical to them and relevant to their societies has remained an elusive goal for most countries. Early efforts to mobilize youth often centered on traditional models of formal education but the increasing emphasis on democratizing education and on designing programs that contribute to the development of the rural sector has caused skepticism about the suitability of imported educational models. Formal schools, marked by selectivity and exclusion, often tend to have rigidly defined curricula oriented towards mobility in the urban sector. However, even when primary or secondary school leavers migrate to urban areas, they commonly join the ranks of the unemployed. Although some perceive themselves as part of an educated "elite" and are unwilling to accept low paying jobs, the urban economy cannot absorb large numbers of rural migrants. Additionally, the theoretical nature of the formal curriculum often does not prepare young people particularly well to participate in the urban production process or to be self-sufficient in rural areas.

Thus, criticized for having developed programs that are irrelevant to local needs and that produce graduates with inadequate skills, unrealistic aspirations and a "white collar" mentality, development planners are turning their attention to designing NFE programs that will create "employable" youth. Existing vocational programs are being expanded and new NFE programs funded to provide technical training and to foster a sense of commitment to rural areas.

Program Characteristics:

This issue of the *NFE Exchange* explores some of the ways in which programs have sought to meet these goals. Case studies and reports in the NFE Library suggest that training programs typically combine some form of academic and technical education in situations that closely resemble actual working conditions — often in production units which also contribute to the financial support of the program. In addition, programs place a high priority on developing positive attitudes towards work and a commitment to development. In a few cases, programs have devised employment opportunities of their own for young people. The degree of their success has varied but in all cases the programs are characterized by a perspective which seeks to integrate skills training and academic education with other elements of the society.

Types of Programs. Programs for training young people range from small-scale centers operated by a church or private organization to national youth schemes which train large numbers of people and provide a source of labor for development projects. Land settlement schemes often provide minimal formal training but assist youths through extension services and cooperatives. Apprenticeship pro-

(continued on next page)

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SE 023 742

grams build upon indigenous systems or are modeled after training programs from abroad. Most plans have incorporated some form of production into their training but only a few offer employment for graduates. Training opportunities for women have been generally limited to handicrafts and to home or office skills.

Project Goals. All of the projects have as their principal goal helping youths to acquire skills that will enable them to find jobs or to start businesses of their own. Most also seek to develop modern, work-oriented attitudes; self-reliance; and a commitment to development goals. Many attempt to foster attitudes that will encourage young people to remain in rural areas.

Target Audience. The majority of programs are designed for school leavers who have been out of school for several years. Youths who have never been to school and those who have just completed primary or secondary classes seem to be the most neglected.

Admission Requirements. Because there are so many more applicants than positions, most schemes resort to examinations and interviews. Nearly every program requires at least minimal literacy skills and a few require one or two years of work experience prior to admission. Agricultural projects may also require that participants have a plot of land on which to work.

Types of Training. Programs may teach skills such as carpentry, motor mechanics, building construction, and masonry or be oriented towards agricultural and farm management skills. Programs for women generally emphasize sewing and weaving in addition to providing instruction in home-oriented skills such as family care. A few projects provide training in traditional handicrafts.

Almost every plan includes some form of instruction in language and mathematics. Such training is often remedial because the trainees received inadequate instruction in primary school. Several schemes are developing ways to link non-vocational subjects such as civics, economics, and development studies with practical skills programs.

Through the use of production units, some programs are able to combine practical and theoretical knowledge of a skill with experience that closely duplicates the speed, precision, and care of materials required in actual working situations. Frequently, these programs offer some form of remuneration to participants and often have compulsory savings plans

Philosophy of Training. Though most of the programs share a common goal of developing "employable" youth, their approaches to helping young people acquire marketable skills may differ significantly. One of the most common debates concerns whether projects should prepare "trainable or trained" personnel. Issues in this debate include not only the extent to which vocational programs should teach academic subjects, but the amount of technical competence trainees should achieve in vocational skills. Some planners believe that familiarity with a wide range of crafts and dexterity with basic tools will give young people a wider range of employment options in an uncertain labor market than will extensive training in a specific craft. Others contend that trainees who master one craft will be more flexible and more valuable to employers than will those who are jacks of all trades, masters of none.

One solution may be the "cluster concept" of training in which individuals are trained in core skills common to a wide variety of occupations (i.e. communications and mathematics) and in specific skills related to one area of technology such as construction or electromechanics. Thus, a person trained in any of these areas could seek employment in a variety of related occupations.

Certification. In an effort to lessen migration to urban areas, many programs have chosen not to issue certificates for completing programs. Critics of this approach argue that involvement with a well-known program has in itself become a kind of "certificate" and contend that students are less willing to enroll in programs for which there is no tangible evidence of completion.

Duration. Most programs run from one to two years and involve the full-time participation of the trainees. A few programs are much shorter (six weeks to three months) but these appear to be the exception rather than the rule. The length of the training program seems to be at least partially related to the age of the participants. Programs for younger trainees generally run longer than do those for older youths. One explanation for this may be that younger trainees can afford to "mark time" in educational programs while older participants often have family responsibilities. In informal apprenticeship schemes, skills may be taught in far less time than is taken in formal or NFE training programs. This may be due to the specific nature of the skills being taught and to the experience gained from working solely in production. The disparity of time involved in training programs, however, points to the need for further research into the amount of time needed for skill acquisition.

Follow-up. With the exception of the agricultural programs, follow-up services for graduates are generally minimal. Most programs have little contact with the local business community and once a trainee has completed the training program, the graduate is usually left to find a job on his or her own. A few programs such as the Botswana Brigades provide employment for graduates, while some training centers have formed production cooperatives. Financial assistance and extension services for entrepreneurs and other graduates have only been provided in a few instances.

Financing. Programs may be financed through a combination of fees and private or governmental support. Often funds from student enterprises contribute to meeting operating costs. Though some of the programs are almost self-financing through profits from these enterprises, all of these programs initially relied on extensive support from other agencies.

Planning Considerations:

The number of training programs has expanded far more rapidly than has research concerning their effectiveness. Preliminary findings indicate, however, that programs which view their role in isolation from other elements of the society may not be much more effective than strictly academic programs in assisting youths to gain meaningful employment. Resource constraints aggravated by rapidly increasing populations combine with societal inequities and maldistribution of goods and services to hinder the best-intentioned of technical schemes. Because of the pressures on planners to meet immediate needs, serious consideration of a society's long-term goals and the kinds of persons who will be necessary to realize them are frequently neglected. In addition, one searches hard to find programs which involve young people as participants in the decision-making processes that determine their future roles.

The following sections discuss some of the issues and problems faced by planners in seeking to develop relevant educational programs.

Training for Rural Development

A few organizations have made progress in developing comprehensive programs suitable for rural development but many projects simply offer modern sector skills training in a rural setting. Too often the content of vocational and non-vocational courses is "ruralized" while equipment and training techniques are imported with little adaptation to the rural context.

Yet, if NFE programs are to meet their goal of providing not only skills training but of preparing young people to meet the challenges of rural development, planners must carefully assess the extent to which not only the content of training courses but also the facilities and training approaches used in programs influence the attitudes of youths. Merely expanding the curriculum to include managerial or development studies courses or substituting pictures of rural villages for those of urban areas will have little effect on trainees if the environment of the training setting contradicts stated goals. For example, though machinery may be modest by industrialized standards, it often represents a capital investment far beyond the resources of even the most successful of rural entrepreneurs. And teaching techniques that rely on passive rote learning do little to help trainees develop creative approaches to problem-solving essential for self-employment.

Furthermore, the training resources of the informal sector of the economy — apprenticeships, part-time instructors, and the development of indigenous machinery — are often overlooked or at best underutilized. Yet this sector of small-scale enterprise may offer a more realistic bridge to development than that represented by other training models.

Ruralizing Formal Education. A related issue is the extent to which formal schools should be "vocationalized" or "ruralized." Though numerous attempts have been made to introduce practical training components into primary education, little is known about whether adding such programs actually improves agricultural production or encourages youth to remain in rural areas. Central to this debate is the controversy over the amount of literacy and numeracy versus practical training that should be offered to children. A major area of concern to some is the ability of primary schools to offer adequate literacy and numeracy training if they must also attempt to provide vocational instruction.

Costs. The high costs of expanding the formal educational system have often been cited as one of the main factors in seeking alternative systems. However, because of the need to have low trainee/instructor ratios for teaching skills and the need to invest in technical equipment, the operating costs of NFE programs may not be that much different from those of formal schools. But the potential of NFE programs to finance at least part of their operations through production units may substantially reduce their need for long-term funding from outside agencies. Also, by sharing facilities or working out use arrangements with employers, programs may be able to lower their equipment costs.

Different education approaches may also prove to be more cost-effective. Though only one of the programs in our survey employed distance teaching methods on a large scale, the use of media or correspondence courses for the theoretical aspects of vocational and academic study may be another way of lowering costs. In this as in other areas, much more research needs to be done.

NFE and Employment

Because of our lack of knowledge about the processes and needs of developing economies, the relationship between education and employment is characterized more by speculation than certainty. The need for educational planners to work closely with other areas of the economy has become increasingly apparent but the degree to which training programs can and should themselves generate employment is an area that needs much further exploration. Some NFE programs, notably the Botswana Brigades, have been relatively successful in providing employment for graduates. But local market conditions, the large numbers of young people who need training,

and the problems associated with coordinating and managing such programs may limit the large-scale replicability of this approach.

The trend towards providing short-term employment through units that combine training with production is likely to continue, however. Such units not only provide practical work experience but also contribute to the financial support of the program. Though these units should not be viewed as a panacea for the inevitable problems of funding, as their ability to become totally self-sufficient remains in doubt, they do appear to represent one of the best educational approaches for merging practice with theory. The concern for speed, quality and other conditions of production associated with producing goods for sale cannot be readily duplicated in the classroom. Again, however, the replicability of such units depends on local market conditions and on their ability to absorb large numbers of youth.

Self-employment. An oft-cited goal of many vocational programs is training young people for self-employment. Yet the capital needed to start even marginal enterprises is beyond the reach of most graduates. Those who do find employment have difficulty saving enough of their low wages to start their own businesses. Furthermore, few vocational programs offer management and other auxiliary skills crucial to successful self-employment, and the traditional teaching techniques adopted by many training programs do little to develop the ingenuity and resourcefulness needed to open a small enterprise. If the creation of small-scale entrepreneurs is to be a key element of rural development plans, training programs need to focus their attention on developing adequate financial and extension support services and to reassessing the effects of training approaches.

Employer attitudes. Another problem faced by some vocational programs is the reluctance of employers to hire technical school graduates. This may be especially evident in the less modern sectors of the economy where wages and hiring practices are determined more by experience and production, than by formal trade qualifications. In addition, technical school graduates, like their academic counterparts, are often perceived as possessing inadequate skills and as being overly promotion conscious. Thus, in a market of abundant, cheap labor, some employers prefer to hire and train unskilled laborers rather than to risk employing more educated but possibly troublesome certificate holders. Obviously, this reluctance does not apply to every case as is evident in the paradox of certificate inflation, but it does demonstrate the often mismatched nature of training programs and employment needs. Program developers need to work closely with employers not only to identify local needs and resources but also to help entrepreneurs develop confidence in the ability of technical school graduates.

Participants' Expectations

Closely linked with the above issues is that of reconciling participants' expectations with those of planners. Education is still viewed as the main escape route from rural areas and, whether deservedly or not, "ruralized" and skill training programs are often perceived as second-rate alternatives to formal schools. In many areas, it is not unusual for parents to send their children to vocational programs only when they cannot be enrolled in secondary schools or for trainees to "mark time" in vocational programs until an opening does appear. And, though they may be accepted into training programs for journeymen and apprentices, vocational trainees usually envision themselves in supervisory roles in city jobs.

No matter how carefully NFE programs may be designed to instill values commensurate with development goals, the attitudes of young people — towards work and towards life in rural areas — are strongly influenced by social pressures beyond the control of the training institution. As long as prestige and the opportunity for wage employment are associated with the modern urban sector, young people will continue to migrate. And, as long as limited opportunities for education exist in rural areas, any training effort will be marked by selectivity — a tendency which can reinforce the high aspirations of young people fortunate enough to attend those programs. By developing alternative educational formats, NFE programs can counter some of these trends but their ability to influence the attitudes and aspirations of trainees must be realistically assessed in the total context of their societies.

The Forgotten Ones. An even more pressing dilemma is that the majority of young people have no access to any type of educational system. Vocational and technical programs cater almost exclusively to those who have had some schooling while more than 70% of rural children may never attend primary school. A few of these will migrate and find opportunities in the informal sector of the economy while others will discover that certificate inflation has made schooling a requirement for even the most unskilled of jobs. Once they are adults, some may be able to take advantage of "catch-up" programs in basic skills but most will become part of the working poor — subsistence farmers, herdsmen, fishermen, transporters, traders and craftsmen existing on the margins of a society in transition.

Providing appropriate educational programs which recognize the value of their indigenous learning, and expanding the work opportunities for these young people is an area that has received too little attention by development planners. Yet as the attainment of universal primary education moves farther into the future for many countries, the need to develop programs which provide opportunities for the poorest of the poor will become more pressing. No plans for

rural development can afford to leave such a large percentage of the community engaged in marginal labor of low economic productivity.

Conclusion:

In their efforts to respond to the needs of young people, NFE planners and practitioners are moving far beyond the conventional boundaries of education — even of non-formal education. They are discovering that educational methods and training techniques are but one part of meeting the challenge of education and employment. Equally demanding is the task of developing structures and support services that will assure that "employable" youths may become employed in work that is purposeful to the community and to their own human development. Assuring that such supports are available, whether or not they are provided by the NFE program itself, requires that educational planners work closely with local businesses, community organizations and governmental agencies. At the same time this commitment and cooperation must be present at the highest levels of national and international policy-making. In the absence of these efforts, innovative educational programs may prepare skilled youth who are committed to development goals but who have no effective means of acting upon that commitment.

A note to our readers: Topical articles in the *Exchange* are intended to serve only as an introduction to some of the issues faced by NFE programs and practitioners. We invite you to share with us your responses to the points raised as well as relevant case studies and materials from your own work.

Project Highlights

AFRICA

Botswana Brigades, c/o Brigades Secretary, Ministry of Education, Private Bag 005, Gaborone, Botswana. Education and production are closely linked in the Brigade movement of Botswana. Created as a response to the growing problem of primary school leavers and rural unemployment, the Brigades demonstrate one approach to providing practical work experience within the framework of a more general academic education. They further show that an educational program can provide employment for trainees and recent graduates. Trainees devote about 80 percent of their time to a particular production activity with the remainder spent in classroom instruction in mathematics, English, development studies, science and marketing. Besides proving to be an important part of the learning process, production units largely contribute to meeting the recurrent costs of training. Since the first Brigade was established at Swaneng Hill in 1965, nearly 3,000 trainees have participated in the program which now includes Brigades throughout the country. (Van Rensburg, 1974.)

Christian Industrial Training Centers, Nairobi, Mombasa and Kisumu, Kenya. In a program which seeks to prepare participants for employment in both the informal and modern sectors of the economy, three youth centers in Kenya offer academic and vocational training for primary school graduates. In Nairobi and Mombasa, artisan training is provided through a three-year course. During the first two years, an academic program prepares students for the Kenya Junior Secondary Exam while they are introduced to production training in a simulated industrial setting. After a third year of training in a specific trade, students take a Ministry of Education exam that will qualify them for jobs as low-level artisans and junior tradesmen in factories and workshops. Some students continue their training at Kenya Polytechnic. Financed mainly by church ministries, the program also receives support from the Ministries of Education and Labor. (Sheffield and Diejomaoh, 1972.)

Kalalushi Farm College, Kitwe, Zambia. At the Kalalushi Farm College, young people who have completed two years of secondary school and older applicants who may lack such formal training undergo a rigorous two-year program to develop their farming and management abilities. During a two-month trial period at the College candidates for the program are evaluated on their willingness and ability to do the most difficult and tedious jobs on the farm. Once accepted, trainees attend daily lectures on agricultural theory, management, and accounting and gain practical experience in gardening, animal husbandry and marketing. Because a successful farmer must be able to save, learning to manage money is an essential element of the program. First year trainees receive an allowance which they use to pay for their food and from which they must save a certain amount. Second year students receive no allowance for their work and must live on their savings until they can harvest and market their crops. Those who successfully complete the two year course return to their own land or are placed on the Ipafu settlement. There they farm the land for one year before being given title to it by the government. (Sheffield and Diejomaoh, 1972.)

Kenya National Youth Service, Nairobi, Kenya. The Kenya National Youth Service was established in 1964 to train large numbers of Kenyan youth for employment and to assimilate youths who had been politically active prior to independence. Discipline and service are two key elements of the program which provides general and on-the-job training for men and women between the ages of 16 and 30. New recruits undergo a ten week basic training period during which they learn the aims and purposes of the Service and receive instruction in physical education, health and personal care. Trainees then work on development projects and attend courses and academic subjects and specific skills according to their career aspirations and aptitudes. The Service provides uniforms, equipment, accommodations and food and all trainees receive some spending money, half of which must be

saved until the training is complete. Between 1,000 and 2,000 young people join the Service each year but new recruits represent only about 2% of the total applicants for the program. ("National Youth Mobilization Schemes for Training and Service in Rural Development" in *Rural Africana*, Spring, 1976.)

Masai Rural Training Centre, Isinya, P. O. Box 24, Najiado, Kenya. A training program on range management for Masai school leavers was initiated in 1973 at the Masai Rural Training Centre in Isinya, Kenya. During the one-year course, trainees get maximum theoretical and practical exposure to range managment, animal health and production, farm records, general agriculture, and ways to improve hides and skins. Participants in the program are sponsored by individual or group ranches with whom they work after completing their training. In 1976, the program was expanded to include other pastoral tribes in Kenya. (Schlueter and Schlueter, 1976.)

Ngashira and Partners Building Contractors, Ltd., Kaimosi, Kenya. This construction company has trained and employed hundreds of local workers. Although the length of training varies according to an individual's needs and progress, trainees generally spend 4 to 5 months in the shop at Kaimosi where they study building construction, bookkeeping, blueprint preparation and cost estimation. Much of the initial funding for the program has been provided by international agencies but the company was expanding so rapidly in the early 70's that it was expected to soon become self-sufficient. Shares in the firm are sold to employees and profits are used to buy equipment. (Sheffield and Diejomaoh, 1972.)

Nyakashaka and Wambabya Settlements, Uganda. Some programs such as the Nyakashaka and Wambabya settlements in Uganda have sought to provide gainful self-employment to school leavers by opening new lands to agricultural settlement. Applicants for the program are usually secondary school leavers in their twenties who either have no employment background or have had jobs that are mostly unskilled. After an initial testing period during which applicants serve as paid laborers, settlers are selected on the basis of their work records and their potential. Training lasts for three years with on-the-job training and demonstrations taking precedence over classroom instruction. Cooperatives help the new farmers market their crops. (Sheffield and Diejomaoh, 1972.)

Village Polytechnics, c/o National Christian Council of Kenya, P. O. Box 45009, Nairobi, Kenya. Throughout Kenya, locally based and managed Village Polytechnics are attempting to increase employment opportunities for primary school leavers by training youths in skills considered useful and essential at the village level. Participants usually specialize in one skill and may spend from six months to two years in the training program. Proceeds from their work and services are either reinvested in the Polytechnic, used as part of a revolving fund designed to help trainees get started on their own, or given to the trainees as pocket money. Encouraged by the success of early efforts and the increasing emphasis on rural programs, the network of Polytechnics has rapidly expanded. From 40 Village Polytechnics in 1971 the number nearly doubled in three years and an estimated 175 programs will have been established by the end of fiscal year 1977-78. (National Christian Council of Kenya, 1976.)

Zones d'Activités Communitaires et Culturelles (ZACC), Ministère de la Jeunesse et des Sports, Yaoundé, Cameroon. By combining training and production, the National Office for Cultural Activities hopes to create viable rural economies that will encourage young people to remain in rural areas. Crafts and trades useful to rural environments are taught by farmers and tradesmen who have been recruited in cooperation with the Ministries of Trade and Agriculture. Courses in national economics, math, work organization, rural technology, hygiene, and civics are also offered through the program. Initial support for projects comes from ZACC, but it is hoped that profits from agriculture and goods that have been made and sold by trainees will enable the programs to become self-sufficient. Other ZACC programs provide literacy and community development training for rural adults. (Sheffield and Diejomaoh, 1972.)

ASIA

Barrio Development Schools, College of Agriculture, University of the Philippines at Los Baños, Laguna 3720, Philippines. Barrio Development Schools in the Philippines grew out of the need to raise the productivity of rural areas. Jointly sponsored by the community and the government, the schools offer a four-year occupational training program in agriculture for out-of-school youth (aged 14 and over). At the core of the program is its emphasis upon on-site learning. Trainees live and work in their villages, spending a half day in supervised activities on their home farms. Also included in the curriculum is classroom instruction in languages, functional reading, business arithmetic, applied science, farm economics, credit and savings, health education and citizenship. The first school opened in 1970; six more were established in 1974. (Contado, 1976.)

Mitraniketan, Vellanad, Trivandrum District 695543, Kerala State, India. Established in 1956 as an experiment based on education through life experiences centered in the community, Mitraniketan has integrated work experience programs into its primary and secondary school structures since these were first created in the early 1960's. Work experiences offered through the program are diverse and vary according to the learner's age. Younger children may perform such tasks as maintaining the grounds, cleaning utensils, and watering plants while older pupils participate in a variety of farm and production-cum-training units. Forty of the school's 55 acres are used for agricultural, poultry and dairy activities. In addition, workshops offer experience in carpentry, the production of simple farm implements and engineering tools, printing, tailoring, spinning, weaving, and baking. The earnings from work programs are pooled by the pupils and spent for common purposes. (Ulrey, 1972 and Viswanathan, 1976.)

Rakyat Training Centre, Selangor, Malaysia. In an effort to increase the population's animal protein intake and to improve the development of Malaysia's livestock industry, the Rakyat Training Centre established a poultry program for farmers and youth in 1967. At the beginning of each six-week training session, participants receive 50 day-old chicks which they are responsible for raising. Trainees also work with other types of poultry and learn all aspects of poultry husbandry and management. (SEAMES, 1974.)

Self-help Barrio High Schools, Bureau of Public Schools, Department of Education and Culture, Manila, Philippines. Inadequate government funding for a nationwide system of secondary education and the need to make learning more relevant to the rural communities led to the founding of self-help barrio high schools in the Philippines. The schools are a cooperative undertaking of parents, students, and school and lay leaders. Tuition comes from parents who agree to work with vocational and agricultural teachers in raising the productivity of farms and home lots and from the sale of home projects which the students undertake as part of school assignments. The high schools maximize the usefulness of existing educational facilities of barrio elementary schools by using these when not in use by elementary pupils. (Orata, 1972.)

Vocational Training Program, c/o ILO/SIDA - VSD Project Office, Labour Secretariat, P. O. Box 575, Colombo 5, Sri Lanka. Training programs to impart readily employable skills for unemployed young adults aged 18-30 are offered through three major centers and numerous mobile units in Sri Lanka. An important aspect of the training is work experience through the production of goods and services, the proceeds from which help pay for training costs. In 1976, skills upgrading and skills testing projects for self-employed workers were started in one of the centers. In operation for nearly 20 years, the programs have reached more than 20,000 trainees. (Fernando, 1976.)

LATIN AMERICA

Some Latin American countries have created autonomous public organizations which are responsible for skills training and are financed largely by a payroll tax on employing corporations. Typical of these training institutions are SENAI in Brazil, INCE in Venezuela, SENA in Colombia and SENATI in Peru.

Instituto Nacional de Cooperacion Educativa (National Institute of Educational Cooperation), Venezuela. INCE was established in 1960 in line with Venezuela's efforts to promote vocational education in a situation of high unemployment, low economic and educational levels, and a shortage of skilled manpower. As part of its training efforts, the program provides skill upgrading, apprenticeship and training opportunities for youth to learn relevant rural and urban occupational skills. Correspondence courses cater to the more remote areas. Because these courses are mainly theoretical in orientation, trainees are required to work either as apprentices in a residential skills program or to hold a regular job. (Fakes, 1973.)

Servicio Nacional de Aprendizaje (National Apprentice Service), Apartado Aereo 9801, Bogota, Colombia. Operating in both urban and rural areas, SENA provides skill and agricultural training for unemployed and employed adults, and apprenticeship training for adolescents aged 14-20.

Serviço Nacional de Apprendizagem Industrial (National Service of Industrial Apprenticeship), Division of Research, Al. Barão de Limeira, 539, Campos Eliseos-Caixa Postal 3830, São Paulo, Brazil. Apprenticeship training and skills training courses are but two of the many programs offered by SENAI, a national training organization established in 1942 in response to Brazil's need for more and better trained industrial workers. The program provides apprenticeship training in over 40 occupational areas for young people aged 14-18 who either are seeking employment or are already working in industry. Other industrial training courses prepare older youths who do not qualify for any skilled job. (da Silva and Tolle, n.d.)

Servicio Nacional de Aprendizaje y Trabajo Industrial (National Service of Apprenticeship and Industrial Work), Peru. Created in 1961 in response to a growing demand for skilled labor, SENATI provides technical training for apprentices and offers programs to upgrade the skills of workers. The educational programs, which include highly intensive technical training courses and require that apprentices spend at least half of their time studying general education subjects, are extremely practical and closely aligned with industrial requirements. Upon request, SENATI personnel work with employers to analyze their specific training needs. (Brembeck and Thompson, 1973.)

Basic Secondary Schools in the Countryside, Cuba. The basic secondary schools in Cuba began in 1966 as an experiment to lessen the disparity between town and country and between schooling and actual life experiences. Students, most of whom are from towns and urban areas, live at the schools where they are required to spend three hours a day working on the school's farm. Besides being an important aspect of the training process, these work activities relate to the country's agricultural production plans for fruit, coffee, and vegetables and are supervised by technicians and regular workers. The practice of combining academic with production experience has since been expanded to include the country's entire educational system. (Figueroa, Prieto and Gutierrez, 1974.)

MIDDLE EAST

Pre-Apprenticeship (Pre-Vocational) Training Centers, Office of Vocational Training and Employment, Ministry of Social Affairs, Tunis, Tunisia. Created to help primary school leavers develop the skills and attitudes necessary for productive employment or further vocational training, the Pre-Apprenticeship Training Centers of Tunisia stress the development of general rather than specific vocational skills. It is felt that once students have developed confidence in their ability to perform general tasks and have developed attitudes consistent with modernization efforts, they will be able to easily learn the specific skills required of certain trades. Thus trainees first learn skills such as measuring, hammering, sawing, tool care, etc , in addition to studying languages, math, civics and physical education. Later the trainees learn to apply these general skills during a series of introductory courses in various trades. After they have completed their 11 month training period, the majority of graduates are placed in apprenticeships while others continue their training in formal vocational schools or in centers designed to provide six months of specialized training for graduates and older boys. Some centers prepare students to work in hotels. Centers for girls combine job-oriented instruction in handicrafts with courses in home care, languages, and civics. The program has maintained a record of successful placement, though it has generally been more successful in urban rather than rural areas. (Sheffield and Diejomaoh, 1972.)

Selective Bibliography On Youth and Employment

Listed below are some references from the resource collection which deal with youth and employment. We urge you to share with us other case studies and discussions on this subject.

Ahmed, Manzoor and Philip H. Coombs (Eds.). ***Education for Rural Development: Case Studies for Planners.*** **1975. International Council for Educational Development, P. O. Box 217, Essex, Connecticut 06246, USA. US$9.00.** Presents seventeen case studies whose selection was prompted by two objectives, namely: to assess the potential of various types of non-formal education to meet the basic learning needs of children, youth and adults in rural areas, and to recommend practical steps that developing countries and external agencies might take to more fully utilize that potential. Particular attention is paid to the large scale replicability of projects or programs. 661 pp.

Bergmann, H. and U. Bude. ***Training Opportunities for Primary School Leavers in the North West and South West Provinces of Cameroon:*** **Working Paper No. 2. 1974. Institute for Practical Education and Research, P. O. Box 8, BUEA, Cameroon.** Summarizes the results of a survey of agricultural, vocational and homecraft training programs designed to prepare school leavers for productive or domestic activities. Though the survey was limited to two districts in Cameroon, planners everywhere will find the discussion of practical education methods, types of training programs, support services and problems faced by program developers to be extremely useful. 45 pp.

Boakye, J. Kwasi Ayim. ***Occupational Activities of Rural Youth and their Attitudes towards Craft Training.*** **Research Report Series Paper No. 16. 1973. Centre for Development Studies, University of Cape Coast, Cape Coast, Ghana. ₵1.00.** Self-employed, unemployed and employed youth, apprentices, and students aged 15-24 were interviewed in a pilot survey of the general occupational activities and goals of youth in Yamoransa, a rural area in the Central Region of Ghana. Based on their interviews, the study team concluded that the job aspirations and plans of young people were practical and realistic in relation to available opportunities. Among their findings: the majority of young people were more interested in manual rather than white collar work — even among school leavers the most popular occupational choice for men was motor mechanics; most of those interviewed were interested in further training and, of those who wanted to continue their formal education, more were interested in technical rather than academic training; the higher the level of literacy, the longer the period of training desired — young students favored a training period of 3 years while older individuals (mostly illiterates) favored a period of six months; three out of five of those who were employed viewed their jobs as temporary until they could train for a more permanent occupation; and, once trained most intended to migrate to urban areas where the job opportunities would be greater. 71 pp.

Bogaert, Michael, S. J. ***Experiences in Entrepreneurship Development Amongst Backward Communities.*** **1976. Xavier Institute of Social Service, P. O. Box 9, Ranchi 834 001, Bihar, India.** Describes a training program for tribal villagers who have minimal or no formal schooling. An on-going project since 1974, the program has been billed as successful and replicable. 11 pp.

Brembeck, Cole S. and Timothy J. Thompson. ***New Strategies for Educational Development: The Cross-Cultural Search for Non-Formal Alternatives.*** **1973. Lexington Books, D.C. Heath and Company, Lexington, Massachusetts 01844, USA. US$10.00.** A collection of essays that explores the role of formal and non-formal education in human resource development. The experience of various countries is included as part of a primarily theoretical discussion on the characteristics of NFE programs, the function of education, the effect of non-formal education on individuals, and planning considerations. "The 'Shadow School' System in Peru" by Rolland G. Paulston discusses some of the major obstacles to change in Peru's formal school system and describes various training programs while "National Training Schemes" by Frederick Harbison and George Selzer examines the extent to which employing institutions can be held responsible for the development of specific skills. The paper also includes a review of programs in Colombia, the United Kingdom and Kenya. 219 pp.

Callaway, Archibald. ***Educating Africa's Youth for Rural Development.*** **1973. Bernard van Leer Foundation, The Hague, Netherlands.** A thoughtful analysis of the problems of disadvantaged youth in tropical Africa. Traces the interrelationships of various types of education with one another and with the economy. Outlines policy suggestions for education and rural development. 95 pp.

Castillo, Gelia T., et al. ***Alternatives for Rural Youth: Three Village-Level Case Studies in the Philippines.*** **1975. Department of Agricultural Education, College of Agriculture, University of the Philippines at Los Baños, Laguna, Philippines.** Summarizes findings from three case studies which examine the impact of an educational program on students, teachers, graduates, parents and the community setting of the school in general. While the programs share a common concern in raising the socio-economic status of youth, they represent varying perspectives toward reaching that goal. Barrio high schools seek to provide access to a secondary education for as many youths as possible following observations that graduation from high school is a minimum requirement for the lowest available jobs. Barrio Development Schools aim to develop farmer entrepreneurs from youths who live and work in the village. The 2-2- secondary education plan offers a choice between a college preparatory and a vocational curricula during the last two years of high school. Among graduates of the three schools who did not attend college, the employment rate is low — a result not wholly attributable to the schools. One explanation is that employment, particularly rural employment, is often a by-product or a concomitant of the process of agricultural growth. The programs are generally seen to perform many functions, only one of which is preparation for employment. 134 pp.

Colclough, Christopher and Jacques Hallak. ***Some Issues in Rural Education: Equity, Efficiency and Employment.*** **Discussion Paper No. 89. 1975. Institute of Development Studies, University of Sussex, Brighton BN1 9RE, England.** Discusses the development of alternative basic educational systems in rural areas. Drawing upon the experience of primary and non-formal education programs, the authors suggest that developing dual systems of education in rural areas would tend

to institutionalize existing inequalities, would be unlikely to bring significant benefits for rural productivity and welfare, and would probably prove to be unacceptable to rural populations in the medium-term. The authors contend that only a comprehensive rather than a partial approach to educational reform can be successful. 25 pp.

Contado, Tito E. *Barrio Development School: A Resource Book.* 1976. Educational Development Projects Implementing Task Force, Makati, Rizal, Philippines. Available from the Salesroom, Department of Development Communications, College of Agriculture, University of the Philippines at Los Baños, Laguna, Philippines. $2.80 plus postage. Intended as a primary reference material for persons concerned with rural development through innovative educational schemes, the book details the rationale, planning and successful operation of a Barrio Development School in the Philippines. The schools, which emphasize training for self-employment among rural youth, are presented as a socially and economically feasible means of rural development. 219 pp.

Coombs, Philip H. and Manzoor Ahmed. *Attacking Rural Poverty: How Nonformal Education Can Help.* 1974. International Council for Educational Development, P. O. Box 217, Essex, Connecticut 06426, USA. Report of an international research study which examined the potential of NFE programs in improving rural productivity and employment. Compares and analyzes the experiences of 25 programs in 15 countries in developing programs for agricultural extension, artisans, entrepreneurs, cooperative self-help, and integrated rural development. 292 pp.

Coombs, Philip, *et al. New Paths to Learning for Rural Children and Youth.* 1973. International Council for Educational Development, P. O. Box 217, Essex, Connecticut 06246, USA. Created primarily as an aid to planning and decision-making, the book presents policy and operational guidelines for developing rural educational programs. Country needs assessments; planning effective and economical programs for rural children and youth; developing means to evaluate and strengthen NFE programs; and defining ways in which external agencies can maximize their assistance in implementing NFE strategies are discussed in light of conclusions drawn from a survey of NFE programs in Africa, Asia and Latin America. 133 pp.

Culshaw, Murray. *Training for Village Renewal.* 1975. Lutheran World Federation Community Development Service, route de Ferney 150, 1211 Geneva 20, Switzerland. ₤1.00, US$2.00. Excellent handbook designed to help those starting programs to train rural youth in technical skills. Includes descriptions and addresses of established programs in Africa, Latin America and Asia; lists of background reading materials on NFE, periodicals concerned with general education, research institutions in Africa and Asia, and international organizations; and a brief overview of functional literacy programs. Of particular value are the step-by-step guidelines for identifying rural needs and resources and for developing program plans for submission to international agencies. Conceptual checklists help the reader to determine if his/her program meets the general goals outlined in the book. 200 pp.

ESCAP. *Study of Long-Term National Policies on Youth in Selected Countries of the ECAFE Region.* (SD/YD/Ex-In5). 1974. Economic and Social Commission for Asia and the Pacific (formerly Economic Commission for Asia and the Far East), United Nations Building, Rajadamnern Avenue, Bangkok, Thailand. Report of a regional study of long-term national youth policies in Hong Kong, India, Indonesia, Japan, Pakistan, the Philippines and Singapore. Includes a review of the youth situation, problems in the region, programs and policies within each country, and proposals for further improving existing programs. 41 pp.

_____. *A Survey of Training Programmes for Youth Workers in the ECAFE Region.* (SD/YD/Ex-In2). 1972. Economic and Social Commission for Asia and the Pacific (formerly the Economic Commission for Asia and the Far East), United Nations Building, Rajadamnern Avenue, Bangkok 2, Thailand. Report of a regional survey of training programs for professional and voluntary youth workers. Includes suggested curricula for training youth workers in urban and rural communities, and for developing national youth services. 85 pp. (As part of its follow-up activities to this report, the commission conducted a series of regional workshops for youth workers. Reports of these workshops may be obtained from ESCAP.)

Fakes, Jenny (Ed). *Technical Education at a Distance.* IEC Broadsheets on Distance Learning No. 4. 1973. International Extension College, 131 Hills Road, Cambridge, CB2 1PD, England. Describes four technical correspondence schemes: the Centre National de Tele-Enseignement (CNTE) established in 1939 in France; the use of television as a regular feature of extra-mural studies beginning in the mid-sixties in Poland; the National Institute of Co-operation in Education (INCE) in Venezuela; and the Technical Correspondence Institute (TCI) of New Zealand. The cases underscore the flexibility and economic advantages of correspondence education to provide skills and understanding when classroom instruction is not possible. 29 pp.

Fernando, A. *The Vocational Training Programme of the Department of Labour.* 1976. ILO/SIDA-VSD Project Office, Labour Secretariat, Colombo 5, Sri Lanka. Reviews the twenty-year involvement of the Government Department of Labour in providing vocational training to unemployed youth in Sri Lanka. Examines training centers' capacities to meet particular training needs, the content of specific courses, the recruitment of trainees, and staff requirements. Also discusses future program needs and support requirements. 15 pp.

Figueroa, Max, A. Prieto, and R. Gutierrez. *The Basic Secondary School in the Country: An Educational Innovation in Cuba.* Experiments and Innovations in Education, No. 7. 1974. International Bureau of Education, UNESCO, 7 place de Fontenoy, 75700 Paris, France. Discusses the principles, structure and operation of Cuba's basic secondary schools. The integration of study with production and the implementation of an educational process that is relevant to the social, cultural and economic development of the region in which it is located are considered characteristic of the educational innovation. 47 pp.

Fussell, Diana and Andrew Quarmby. *Study-Service: A Tool for Change in Higher Education.* Paper prepared for the UNESCO Seminar on the Problems Involved in Setting Up New Types of Higher Education Institutions and Programs in Developing Countries and Regions, Paris, October 1976. UNESCO, 7 place de Fontenoy, 75700 Paris, France. Discusses the need for study-service programs and the problems encountered in developing such schemes. Drawing upon the experiences of Indonesia, Nepal, Ethiopia and other countries, the authors conclude that the most effective programs: provide continuous

full-time service for at least six months; offer assignments that are challenging but within the capabilities of the student; integrate the students into the communities in which they work; provide an opportunity for service in at least some activities outside the student's field of study; and require at least one year of further academic study following the service experience. 30 pp.

Gillette, Arthur L. *Beyond the Non-Formal Fashion: Towards Educational Revolution in Tanzania.* 1977. Center for International Education, Hills South, University of Massachusetts, Amherst, Massachusetts 01002, USA. US$5.50. Using the history of educational reform in Tanzania as an example, Gillette examines the relationships between formal and non-formal education in the radically changing society and between education and models of socio-economic development served by education. 321 pp.

Godfrey, E. M. *Technical and Vocational Training in Kenya and the Harambee Institutes of Technology.* Discussion Paper No. 169. 1973. Institute of Development studies, University of Nairobi, Nairobi, Kenya. Discusses prospects for the establishment and expansion throughout Kenya of Harambee Institutes of Technology on a self-help basis. Includes a discussion of the institutes in relation to Kenya's existing system of education and training, sources of staff and students, employment prospects of graduates, and funding possibilities. 58 pp.

Guerrero, Sylvia H. *et al. An Assessment of Out-of-School Youth Programs in the Philippines.* A preliminary report prepared for the National Seminar-Workshop on Out-of-School Youth Development. 1975. Institute of Social Work and Community Development, University of the Philippines at Diliman, Quezon City, Philippines. Discusses the results of a study which sought to identify and analyze factors that make projects effective or ineffective in training out-of-school youth. Administrators, young people and trainers from 67 different projects in the Philippines were interviewed. Training in skills to increase the employability and economic sufficiency of youth was a predominantly common objective of the projects. Yet the survey indicated that, for the most part, a project's actual effect on the trainee's employability was minimal and that those who had found jobs were in low-paying occupations. One reason for this may be that planners do not adequately consider variables such as the economy's ability to absorb specific skills. 46 pp. plus tables.

Hardjasoemantri, K., *et al. KKN: Indonesia's National Study-Service Scheme.* 1976. Centre for the Study of Education in Changing Societies, Molenstraat 27, The Hague, Netherlands. Discusses policy considerations and implementation guidelines based on Indonesia's first two years of experience in establishing a study-service program for university students. Created as part of a national goal to make education more directly relevant to the developmental needs and resources of the country, the program seeks to integrate village service into university curricula. Begun at three universities in 1971, the program had expanded to include thirteen additional institutions by 1973-74. 39 pp.

International Labor Office. *World Employment Programme Research: Working Papers.* n.d. ILO, Ch-1211 Geneva 22, Switzerland. A series of short working papers on education and employment in developing countries. Some of the topics discussed in the papers include: the relationship between education and productivity, the expectations of secondary and university students, education and employment in the informal sector of urban areas, and estimates of school outputs and modern sector vacancies for 25 countries.

King, Kenneth. *The African Artisan.* 1977. USA: Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027. US$7.95. Overseas: Heinemann Educational Books Ltd., 48 Charles Street, London WIX 8AH England; P.M.B. 5205 Ibadan, Nigeria; P. O. Box 45314, Nairobi, Kenya; P. O. Box 3966, Lusaka, Zambia. Describes and analyzes the process of training and skill acquisition in "unofficial" Kenya — the thousands of small-scale entrepreneurs and producers operating on the fringes of the modern economy. Of interest to both educational planners and economists, the book traces the history of skill development and the spread of intermediate technology in the informal sector against a background of intervention by the state in the production of skilled labor. Highly recommended for its thoughtful probing of the interaction between the high-cost modern sector and the unplanned "under-sector" of a developing country. 226 pp.

_____. (Ed.). *Jobless in Kenya: A Case Study of the Educated Unemployed.* Monograph Series No. 1. 1976. Bureau of Educational Research, University of Nairobi, P. O. Box 30197, Nairobi, Kenya. An inside look at unemployment which challenges conventional assumptions about the attitudes of school leavers. Through a series of discussions between King and seven jobseeking secondary school leavers (four from academic programs and three from technical programs), the reader learns how they and their families look at the world of work, and their chances for employment. In the introduction, King places these discussions into a wider perspective on education and unemployment in Kenya. Highly recommended for those who seek to understand the human dimension behind the school leaver statistics. 91 pp.

Kinyanjui, Kabiru. "Opportunities for School Leavers Outside the Major Towns of Kenya?" Discussion Paper No. 188. 1974. Institute for Development Studies, University of Nairobi, P. O. Box 30197, Nairobi, Kenya. Discusses the urban, rural and self-employment oportunities available to Kenyan secondary school leavers in light of statistics from the Tracer Project, a survey of the employment history of 1965-1969 school leavers. Challenging assumptions that the school leaver problem is the result of the school's inability to produce people with practical skills and of the "white collar mentality" of the school leaver, Kinyanjui maintains that the unemployment problem is essentially an economic problem requiring changes in the society as a whole. He concludes that while educational innovations and changes are welcome, changing the school structure to offer more practical education will not do anything if there are no job opportunities. And, as for the school's role in fostering a commitment to rural development, Kinyanjui warns that "the role of the school system in the formation of attitudes and values is marginal in a society where a value system different from that of the school is fostered and rewarded." 13 pp.

Lasap, Jr., S. L. (Ed.). *Human Resource Development: The Social Laboratory Experience,* 1974. Department of Agricultural Education, College of Agriculture, University of the Philippines at Los Baños, Laguna, Philippines. A compilation of working papers on the development, organization, operation and problems of rural training programs drawn largely from experience with the Rural Training Program project at Pila, Laguna, Philippines of the UPLBCA/SEARCA (University of the

Philippines at Los Baños College of Agriculture/Southeast Asia Research Center for Agriculture) Social Laboratory. Five of the seven papers recount successful training experiences for various rural clientele, e.g., adult farmers, women, out-of-school youth, and teachers and specialists. Methods of extension teaching and program planning in extension are also discussed. Created as a guide for persons interested in developing a training program on the total human resource development of a community. 80 pp. plus appendices.

Lee, Hsiang-po. *Education for Rural Development in the People's Republic of China.* Background Paper No. 3, 1972. International Council for Educational Development, P. O. Box 217, Essex, Connecticut 06246, USA. Reviews the structural changes and educational innovations in the People's Republic of China since 1949. Most of the innovations have been in non-formal education. The start of the commune system in 1958 is said to have rendered a major boost to NFE efforts to combine production and study in rural areas. Besides being highly pragmatic in orientation, educational programs in China are characterized by their diversity. The goal of the reform has been to develop educational objectives which meet local needs instead of relying on preconceived formal and non-formal educational models. 116 pp.

Lesotho, National University of. *Training for Productivity: A Report of the Action Study on Incomes-Oriented Non-Formal Education and Training.* 1976. National University of Lesotho, Faculty of Education, Roma, Lesotho. Outlines a comprehensive plan for developing a national incomes-oriented NFE and training program based on a survey of current programs and felt needs in Lesotho. 67 pp. plus appendices.

Mt. Carmel International Training Centre for Community Services. *Course on Out-of-School Youth Programmes.* 1974. Mt. Carmel International Training Centre for Community Services, Haifa, Israel. Describes the content and administration of a 2½ month course on out-of-school youth programs for participants from countries in Africa, Asia and the Caribbean Islands. Adult education, community development, the role of adolescents and young adults in changing societies, group dynamics, and the use of visual aids were the main topics discussed during the course which emphasized vocational training programs. A combination of seminars and on-site visits to various youth clubs, community centers, and rehabilitation facilities provided participants with a theoretical and practical foundation for youth work. 32 pp.

Masai Rural Training Centre. *1976 Annual Report.* 1977. National Christian Council of Kenya, P. O. Box 45009, Nairobi, Kenya. Reviews programs and activities undertaken by the Masai Rural Training Centre in 1976. In addition to its agricultural and range management courses, the Centre offers instruction in adult literacy and community education. Production training is provided in tannery, masonry, carpentry, metalwork and mechanics. Centre facilities include a demonstration crop and tree nursery, a breeding ranch, a store for cattle medicine and other ranch aids, a three-bed dispensary, and several extension centers which provide training and follow-up services to participants. 21 pp.

National Christian Council of Kenya. *Village Polytechnics — Kenya.* 1976. (7 pp.) *The Village Polytechnic Movement in Kenya* by E. A. Wanjala. 1976. (17 pp.) National Christian Council of Kenya, P. O. Box 45009, Nairobi, Kenya. Both papers discuss the origins, organization, rationale, and future of the Village Polytechnics (VPs) in Kenya. Part of a broad government policy of youth training and rural development, the VPs emphasize training in skills relevant at the local level, enjoining local involvement in the process. So far, most VP graduates are either self-employed or in a wage employment. As to the future of VPs in Kenya, Wanjala assigns primary importance to local ability for "genuine and concerted support in planning, administration and implementation." But the other paper sees the level of local development as a limiting factor on the demand for particular skills in the area. Moreover, it anticipates a possible conflict between the need to relate the VPs to local needs and the tendency for greater central control due to government support.

"National Youth Mobilization Schemes for Training and Service in Rural Development" in *Rural Africana*, Issues 30 and 31, Spring and Fall 1976. African Studies Center, Michigan State University, East Lansing, Michigan 48824, USA. *Rural Africana* has devoted two issues to the role of youth in national development. Part I — "National Initiatives" focuses on African programs while Part II — "Related International Experience and Insights" places the African experience in an international context. Included in both issues are thoughful essays on the problems and successes of planning national youth programs and case studies representing a wide range of alternative approaches to mobilizing youth for national development.

Orata, Pedro T. *Self-Help Barrio High Schools.* 1972. Eastern Universities Press SDN. BHD., 9-D D'Almeida Street, Singapore 1 for the SEAMEO Regional INNOTECH Center, 3rd Floor, College of Education Building, University of the Philippines, Diliman, Quezon City, Philippines. Discusses four components of educational innovation through a case study of the Barrio High Schools in the Philippines: goals, motivations, organization and support; teaching and practical application of science; training students to work their way through school and contribute to development; and recurrent problems and some proven solutions. 280 pp.

Quiton, Vicente, *et al. The Pilot Training Program.* Research Report for Phase II of the UPLB-UNICEF Vocational Education Project for Out-of-School Farm Youth. 1975. Department of Agricultural Education, College of Agriculture, University of the Philippines at Los Baños, Laguna, Philippines. Discusses the results of a pilot training program in a Philippine barrio. Fifty trainees between 12 and 25 years old were assigned to two groups: one group received supervised farm instruction in addition to classroom lectures while the other served as a control and was exposed mainly to group instruction. The study found that the lecture method is inadequate as a means of instruction for out-of-school farm youth. To be maximally effective, it should be supplemented with demonstration and field practice. 80 pp.

Schlueter, Susan and Lynn Schlueter. *The Isinya Experience: A Descriptive Study of the Masai Rural Training Centre.* 1975. National Christian Council of Kenya, P. O. Box 45009, Nairobi, Kenya. Of particular interest to persons and organizations concerned with community development, especially that involving pastoral peoples, the moncgraph traces the growth and development of the Masai Rural Training Centre at Isinya, Kenya. 38 pp.

SEAMES. ***Beyond School Walls — A Study of Non-Formal Education in the SEAMEO Region: 1973-1974.*** **1975. Southeast Asian Ministers of Education Organization and its Secretariat, SEAMEO Regional INNOTECH Center, 3rd Floor, College of Education Building, University of the Philippines, Diliman, Quezon City, Philippines.** A review of significant NFE programs in three urgent areas of concern in the SEAMEO region: literacy, technical/vocational training, and rural development. Discusses the role of non-formal education in relation to the background of a country's total development: population growth, economic development, and formal education system. Attention is also paid to the relevance of mass media in non-formal education efforts. The report concludes that the success of NFE activities depends on the conception, administration and adaptation of programs to the social and cultural factors of each country. 281 pp.

Sheffield, James R. and Victor P. Diejomaoh. ***Non-Formal Education in African Development.*** **1972. African-American Institute, 866 United Nations Plaza, New York, New York 10017, USA.** An extremely useful reference document which lists a wide variety of NFE programs in Africa. Programs leading to employment were a main concern of the survey which sought to identify "successful, innovative and transferable" programs in Africa. 258 pp.

Staley, Eugene. ***Planning Occupational Education and Training for Development.*** **1971. Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003, USA.** Useful document which provides a conceptual framework for planning occupational education and training programs. Examines curricular, institutional and organizational choices open to planners in developing countries. 188 pp.

Ulrey, Orion. ***Comments on the Mitraniketan Community Experiment.*** **1972. Department of Agricultural Economics, Michigan State University, East Lansing, Michigan 48824, USA.** A critical review of activities and experiments undertaken at Mitraniketan (see K. Viswanathan). The author evaluates the effectiveness of the program and comments on staffing, facilities and programs, teaching methods, financing and expansion, and current priorities. 26 pp.

Unesco. ***Rural Youth and Out-of-School Education in Asia: Report of a Regional Seminar.*** **1974. Unesco Regional Office for Education in Asia, P. O. Box 1425, Bangkok, Thailand.** Summarizes the conclusions of the seminar at which planners and practitioners met to discuss educational and training needs of rural youth. The report deals primarily with national planning issues but individual papers presented at the seminar describe some of the programs and projects underway in Asia. A list of these papers is included in the appendix. 36 pp.

Van Rensburg, Patrick. ***Report from Swaneng Hill: Education and Employment in an African Country.*** **1974. The Dag Hammarskjold Foundation, Övre Slottsgatan, 2 S-752 20, Uppsala, Sweden.** Reports on the development of alternative educational programs in Botswana which combine training with production — The Brigades for school leavers and the Boiteko for people of all ages. Noting that effective educational reforms must be accompanied by changes in the socio-economic system, the author discusses the goals and strategies for the reform of secondary education and the problems encountered in implementing reform. Meanwhile, experience with the Brigades and the Boiteko suggests that programs of employment creation and education are possible and can help to facilitate social change. 235 pp.

_____. ***"The Serowe Brigades."*** **Paper presented at the Michigan State University Conference on Non-Formal Education, September 26-29, 1976. Available from the NFE Information Center.** Describes the history, expansion and organization of the Serowe Brigades and their emergence as a tool of social and economic development. Discusses factors influencing the replicability of programs, one of which is that the ability to market the final product is an important constraint in planning large-scale programs. Another variable essential to the continued success of the program is the encouragement of the new system through national socio-economic policy. 12 pp.

_____. ***"The Serowe Brigades: Seeds of an Alternative Education."*** **Paper presented at the Michigan State University Conference on Non-Formal Education, September 26-29, 1976. Available from the NFE Information Center.** Discusses the Botswana Brigades in relation to the author's view of education for development. Through combining training with production, the Brigades attempt to introduce the concept of scientific-technical culture into the learning environment. Thus, education becomes part of a total social process which should be politically tolerable and have the potential for social transformation. 11 pp.

Viswanathan, K. ***Mitraniketan: An Experiment in Education-Centered Community and Community-Centered Education.*** **1976. Mitraniketan, Vellanad, Trivandrum District, 695543, Kerala State, India.** Traces the history and philosophy of Mitraniketan, a total community program designed to develop the individual, family and community through an integrated educational process. Facilities of the Center, which especially seeks to reach low-income groups and tribals who traditionally have had limited access to education, include a complex of educational institutions, production-cum-training centers, a health center and an Educational Research, Innovation and Development Center (CERID). 45 pp.

Weeks, S.G. "Blight or Blessing? Fact and Fantasy on School Leavers in Uganda: A Position Paper for Policy Makers" in ***Manpower and Unemployment Research in Africa,*** **Vol. 5, No. 1, April 1972. Centre for Developing-Area Studies, McGill University, Montreal, Quebec, Canada.** A thought-provoking discussion of 14 "myths" about school-leavers and education for development. Includes a discussion of attitudes towards manual labor; national youth services, youth centers, rural village polytechnics, land settlement and rural public works as solutions to the problem of migration; and the trend towards incorporating work-oriented education in general education programs. The paper warns of the danger of generalities and argues that the main "myth" about any proposed educational approach is the suggestion that it alone can serve as a panacea. 10 pp.

Youth and Employment. **Youth Liaison Officer, Social Development Divison, United Nations, Geneva, Switzerland.** A quarterly bulletin distributed free of charge as part of the UN youth services. Includes brief descriptions of youth programs in developed and developing countries.

READERS REQUESTS NOTES

New Publication Announced

The NFE Information Center announces its newest publication, *Report on the Conference and Workshop on Non-Formal Education and the Rural Poor*, by Richard O. Niehoff. The conference and workshop, held at Michigan State University, September 1976, examined non-formal education as a method of involving the rural poor in the processes of their own economic and social development. Included in the report are abstracts of the conference papers, plus a synthesis of key generalizations and issues derived from the various case studies and policy statements.

IVS Index

International Voluntary Services has produced an extremely useful book for development workers. *An Index of Sources of Information, Instructional Materials and Assistance for Development Workers in the Subcontinent and Asia* (1976) lists a number of agencies which can provide audio-visual materials and information on how to develop instructional and training aids as well as technical assistance. A valuable resource for those working in all nations, the booklet is available on request from International Voluntary Services, Suite 605, 1717 Massachusetts Avenue, N.W., Washington, DC 20036, USA.

Training for Self-Determination

The Centre for Training Research and Development in Canada is concerned primarily with developing training programs for adult Canadian Indians. Preparing adults to participate in local government, Indian school boards, economic development committees and housing authorities are some of the goals of the Centre which seeks to develop within the Indian community the skills and knowledge required for greater local control and self-determination. An important facet of the Centre's work is the use of Indian facilitators to conduct training programs in their own communities.

Some of the Centre's publications include: *Introducing the Band Development Training Program, Introducing the Small Business Management Course, Adult Basic Education, The Life Skills Course, Creating a Career, Curriculum Development,* and *Life Skills for Northern Adolescents*. More information about the work of the Centre and a price list of Centre publications can be obtained from the Centre for Training Research and Development, Publications Satellite, P. O. Box 1565, Prince Albert, Saskatchewan, S6V 5T2, CANADA.

NFE and Development

A succinct and probing introduction to disturbing questions about the relationship between NFE and development is given by Tim Simkins in his new book, *Non-Formal Education and Development: Some Critical Issues*. Simkins reviews the literature on non-formal education in developing countries and provides an analysis of alternative modes within which NFE is conceptualized. Underscored is the failure of much of the literature to take adequate account of the socio-political context in which educational policy formation takes place. Simkins argues that a sensible debate on the functions and relative merits of non-formal education can occur only if education in general and strategies for educational reform in particular are set in realistic socio-political perspective.

The author points to the weakness of the popular 'functional' relationship view of NFE and socio-economic development. In its place he poses an alternative 'status-conflict' view which attempts to grapple with the part education plays in the process of social stratification. Simkins questions the possibility of evolving NFE programs related to national development objectives when a society's reward patterns are closely tied to schooling credentials.

Case studies on the village polytechnics of Kenya, the mass education campaigns in Tanzania and Cuba's schools in the countryside are used to illustrate the author's discussion. An excellent bibliography on NFE accompanies the monograph.

Copies may be obtained for £2.15p each, postpaid from: Publications Secretary, Department of Adult and Higher Education, The University, Manchester, M13 9PL, ENGLAND.

Livestock Project and Literacy

Benedict Tisa is currently involved in helping to develop and test effective communication strategies for the non-formal education component of the Mali Livestock II Project. Materials are being co-produced by the Livestock Project and Alphabetisation Rurale, a UNESCO literacy project begun several years ago under the assumption that "people will be more eager to learn to read if their teaching texts deal with subjects of immediate interest to them." Audio-cassette technology is also being used for extension education. Mr Tisa would like to hear from others doing this type of work. Responses may be sent to Mr. Benedict Tisa, Chemonics Livestock II, American Embassy - Bamako, Department of State Washington, DC 20520, USA.

Non-Formal Education in Botswana

NFE practitioners and those interested in non-formal education in general will find the materials that have been developed by different NFE agencies in Botswana to be especially useful. Faced with the problem of reaching a relatively small population that is spread over a large land area and is mostly illiterate, governmental and non-governmental agencies have relied extensively on non-formal educational approaches to meet the needs of Batswana. In addition, the county has attempted to foster realistic co-operation between the many institutions involved in NFE programs in the hope that such efforts will avoid confusion, duplication and the repetition of mistakes.

Case studies, policy statements, examples of practical materials and reports on training for NFE programs and on the use of media, games and simulations allow others to learn a great deal from the experiences of various programs. Listed below are a few of the booklets and reports from the NFE Library that are available on various projects in Botswana.

General ● The *Directory of Non-Formal Education in Botswana, 1976*, 48 pp. (Botswana Extension College—BEC, Private Bag 0043, Gaborone, BOTSWANA) summarizes the non-formal education activities of the Ministries of Agriculture, Commerce and Industry, Education, Health, Local Government and Lands, and Home Affairs; the University; and six other institutions.

The *First National Conference on Non-Formal Education*, 1976 (BEC and the Division of Extra-Mural Services of the University of Botswana and Swaziland —UBS/DEMS, Private Bag 0022, Gaborone, BOTSWANA) is a report on the proceedings of a conference held in Gaborone in March 1976. At the conference, senior non-formal educators and planners met to discuss national policy and to enter into dialogue with the National Education Commission.

The *Botswana Adult Education Newsletter* is published quarterly by the BEC and UBS/DEMS. Articles reflect a combination of theory and practice.

The *Botswana Research Directory 1976: A Compilation of Projects and Reports*, 1977, 201 pp. (National Research Institute for Research in Development and African Studies, Gaborone, BOTSWANA) is a national research inventory with a research bibliography designed as a source of information. The Institute also publishes an *Accession List*.

Basic Education ● Botswana is committed to use the "life-oriented" approach to functional literacy. *Functional Literacy Pilot Project: Draft Plan*, 1977, 54 pp. (BEC) is a comprehensive outline of a literacy project and gives detailed information on implementation. *Growing Fruit Trees*, 1975, 11 pp. (BEC) is an example of the basic kinds of information available in English and Setswana.

Distance Teaching ● Of particular interest are the different kinds of distance teaching methods that have been employed in Botswana. Mass radio campaigns have been organized to inform the population about national development policies. Radio is used to supplement the BEC's correspondence courses and UBS/DEMS is preparing to launch a series of "civics" broadcasts that will use a soap opera format. In addition, UBS/DEMS is developing audio-cassette materials to train community and village development workers and BEC is preparing an in-service distance training package for primary school teachers. A few of the documents on distance teaching include:

Starting the Botswana Extension College,IEC Broadsheets on Distance Learning No. 11, 1977, 52 pp. (International Extension College, 131 Hills Road, Cambridge, CB2 1PD, ENGLAND) describes the history and development of the BEC which was created in 1973 to explore innovation and to conduct research relating to non-formal education. The booklet discusses how formal courses were chosen and how programs to address rural education and land reform were developed. A final chapter deals with the costs of various projects and attempts to compare these with the costs of formal education.

The Tribal Grazing Land Policy Consultation Campaign 1975-76. Report of the Materials Group of the Grazing Committee, n.d., 10 pp. (UBS/DEMS) describes the methods used in developing materials for a national radio campaign on the tribal grazing land tenure reform scheme and emphasizes many of the problems experienced by the committee.

UBS/DEMS Discussion Paper: A Consideration of the Proposal for a Mass Radio Learning Group Health Campaign in Botswana in 1978, 1977, 18 pp. (UBS/DEMS) analyzes the mass Radio Learning Group (RLG) approach as it relates to current health policy in Botswana. The paper concludes that a mass Radio Learning Group approach may not be the best method when the goals include attitudinal change, that planning an RLG takes a great deal of time, and that other media might be more appropriate for the planned health campaign.

Folk Media ● The use of popular theater and folk media in non-formal programs has proven to be very successful in Botswana and probably will remain an important part of extension work. In addition to the documents listed below, a manual on running a community theater is being developed.

The Development of the Popular Theatre in Non-Formal Education in Botswana, 1977, 5 pp. (UBS/DEMS) describes the first use of popular theater as a means of developing awareness and motivation about village problems.

Laedza Batanani: Folk Media and Development — A Botswana Case Study, 1976, 65 pp. (BEC) provides detailed information and examples about planning and implementing an integrated rural develop-

ment campaign based on popular theater. Also, *Laedza Batanani—Popular Theatre and Development: A Botswana Case Study*, 1977, 12 pp. (UBS/DEMS and Tutume Community College, P. O. Box Tutume, Via Francistown, BOTSWANA) includes an evaluation of the program and an assessment of the usefulness of this approach for development in Botswana.

The success of Laezda Batanani led to the use of folk media in a different district. *Bosele Tshawarangang: A Popular Theatre Campaign*, 1977, 17 pp. (UBS/DEMS and BEC) describes the planning, implementation, and evaluation of that district's theater project. Appendices include songs and an outline of the drama used in the program.

Vocational Skills ● The Botswana Brigades employ young people in productive activities while providing academic and skills training. Founded at the Swaneng Hill School in 1965, the Brigades now have over 3,000 members throughout Botswana. In addition to offering training programs, some Brigades have developed interesting products such as the Mochudi Toolbar, a multi-purpose dryland farming implement designed to suit local conditions. A booklet entitled *Botswana's Brigades*, n.d., 22 pp. is available from the Government Printer (Gaborone, BOTSWANA) while more information about the Mochudi Toolbar may be obtained from the Mochudi Farmers Brigade (Box 208, Mochudi, BOTSWANA.) Additional information on the Brigades is included in the Bibliography and Project Highlights of this issue.

Training Approaches ● Developing training approaches remains a priority in Botswana. Several organizations have published some very useful documents which discuss NFE training in general, while reports on specific workshops give additional insights into training techniques.

Approaches to Non-Formal Education Training: Botswana Case Studies, 1977, 72 pp. (National Institute for Research in Development and African Studies) summarizes the experiences of four case studies. The report suggests that NFE in Botswana is functionally linked with the professions of the recipients, simulation training is a useful method, training must be linked to policy, and NFE programs are in need of more and better evaluation.

Simulation Training UBS/DEMS Occasional Paper No. 3, 1977, 22 pp. (UBS/DEMS) summarizes recent literature with regard to the merits and uses of simulation exercises in training. Observations based on UBS/DEMS' experiences and a discussion of different types of successful simulation exercises complete the paper.

NFE Training Materials: Handbook on the Use of Simulation Exercises and Board Games, 1977, 37 pp. (UBS/DEMS) is a practical "how-to-do-it" guide that gives an understanding of simulations, their uses, and ways to adapt them to specific needs. Includes some simulation exercises and board games.

The *Report of a Community Development Communication Skills Course*, 1976, 50 pp. (UBS/DEMS) is a clear, concise description of the communication skills component of an in-service course.

The *Extension Team Village Workshop: A Pilot Project on Integrated Extension Work and Village Planning*, n.d., 12 pp. (Ministry of Agriculture, Private Bag 003, Gaborone, BOTSWANA) describes a workshop to initiate team work among extension agents from different ministries. Includes a discussion of the workshop format and gives general ideas for the implementation of the extension team concept.

Women ● For planners and practitioners with concerns about the roles of women in development, the following reports may be of interest:

Women's Involvement in Agriculture in Botswana, 1976, 91 pp. (Ministry of Agriculture) is a comprehensive report that investigates the role of women in agriculture, examines the effectiveness of extension programs with regard to rural women, identifies programs which could be directed towards women, and examines the possiblility of introducing women demonstrators. The author concludes that little assistance is given to women and makes a number of recommendations.

The *Report on the Invclvement of Women in the Integrated Farming Project*, n.d., 12 pp. (Ministry of Agriculture) describes a pilot project to test a cultivation and livestock management system. Of particular note is that the program encountered few of the anticipated problems in integrating women into the project.

Clarifications

The following notes should clarify several listings in previous issues of the NFE Exchange.

Ideas and Action, a FAO publication which concentrates on agriculture and nutrition is available free upon request in English, French or Spanish.

The Agency for International Development of the U.S. Department of State wishes to note that their monthly magazine *War on Hunger* is oriented toward public use whereas the publication *Front Lines* is an internal newsletter. Persons wishing to receive *War on Hunger* should contact AID, Office of Public Affairs, Room 4886, Washington, DC 20523, USA.

The African Medical and Research Foundation (AMRF) has its Operational Headquarters and Principal Offices at Wilson Airport, Nairobi, Kenya. The London office acts as a liaison office between Nairobi and other supporting offices in Europe and North America.

The annual subscription rate for *Convergence* is $14.00 in North America and $10.00 elsewhere. The *International Council for Adult Education Newsletter* is published irregularly and mailed to *Convergence* subscribers. The correct mailing address for the International Council for Adult Education is 29 Prince Arthur Avenue, Toronto, Ontario, M5R 1B2, CANADA.

NFE and Adult Learning

World Education has just published the first in a series of monographs on functional, integrated, non-formal education programs designed to promote individual growth, community action and national development. Lyra Srinivasan's *Perspectives on Non-Formal Adult Learning* (1977) reviews recent influences on adult learning theory and examines their relevance to non-formal education. Drawing upon the experience of NFE programs in Africa, Asia and Latin America, the author suggests that approaches to adult learning can be considered as a continuum ranging from programs which emphasize mastery of subject matter and learning by rote to those which emphasize the development of the "learner's confidence, creativity, communication ability and problem solving based on subject matter drawn from the students' own lives." The author concludes with ten assumptions on non-formal education derived from her experience in working with a variety of approaches. Included in the appendices are exercises for training field staff. Single copies of the monograph are available free to practitioners in developing countries. For others, the price is US$5.00 per copy.

Two other World Education publications may also be of interest to *NFE Exchange* readers. Catherine Crone's *Research on Non-Formal Education for Rural Women: Phase 1 — Philippines* (1976, US$2.50) discusses the results of a study which tested several needs assessment techniques and designed and evaluated learning experiences using participatory techniques among women in three Philippine villages. Included in the paper are guidelines for developing innovative teaching methods and materials and criteria for evaluating innovative educational programs. John Pettit's *Integrated Family Life Education Project: A Project of the Ethiopian Women's Association* (1977, US$5.00) analyzes the impact of a project in which health, nutrition, family planning, agriculture, civics, literacy and numeracy were integrated into a learning program based on the life experiences of the adult learners. The author examines the program's influence on the lives of participants and discusses the effectiveness of specific methods and materials.

Requests for any of the above publications should be addressed to the Resource Center, World Education, 1414 Sixth Avenue, New York, New York 10019, USA.

NFE Directory

Dr. Motilal Sharma of the Department of Education, South Gujarat University, Surat, Gujarat-India is preparing an international directory of literature on non-formal education. The purpose of this directory is to enable NFE workers to locate relevant materials in a relatively short period of time when they plan projects. Dr. Sharma invites network members to supply him with a full reference of literature produced on NFE.

CHILD-to-Child

The Institute of Child Health has announced plans to launch CHILD-to-Child, an international campaign designed to help older children to better care for their younger siblings. It is hoped that through this program, which is being planned to coincide with the International Year of the Child in 1979, older children will see the importance of their role in all aspects of the younger child's development as well as learn new ideas and methods of caring for their younger brothers and sisters. *Exchange* readers who have suggestions on how the program can be developed and made effective are urged to contact Dr. David Morley, Institute of Child Health, 30 Guilford Street, London, WC1N 1EH, UNITED KINGDOM.

ASPBAE

The Asian and South Pacific Bureau of Adult Education (ASPBAE) is a non-governmental organization recognized by UNESCO and by the International Council for Adult Education (ICAE) as its regional arm for Asia and the South Pacific. Established in 1964 at the UNESCO Regional Seminar on Adult and Non-formal Education, ASPBAE works closely with other agencies in the region that are similarly concerned with non-formal education. Among the many services it provides are: an information center on all aspects of adult education and a clearinghouse for the exchange of information, materials and experiences among adult educators in member countries; the sponsorship of international travel for adult educators; the encouragement of research and publication in the field of adult education; and the training of adult educators in ways relevant to the needs of the region. Membership includes a subscription to the organization's newsletter, *Courier*, and access to other materials which are distributed to members from time to time. Inquiries about ASPBAE may be addressed to: Dr. Chris Duke, President, ASPBAE, Centre for Continuing Education, Australian National University, P. O. Box 4, Canberra A.C.T. 2600, AUSTRALIA.

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